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AUTHOR Evans, Charles L.; Geisel, Paul
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ABSTRACT

The Effective-School Scale is presented for addressing student outcomes associated with an effective school or district for minorities. This measurement device is based on the expectations that differences in academic performance need not exist between minority and majority students, and that goals of student equality should be extended beyond basic skills to include high level academic skills. The scale consists of three parts. Two separate subscales are given first: (1) an achievement scale that allots a school points for equity or progress toward equity on standardized or criterion-referenced results; and (2) a behavioral scale that allots a school points for equity or progress toward equity on ten other student-outcome categories. Following the subscales, the effective school scale, which combines results from the two subscales, is presented. And finally, the following are briefly discussed: how the scale attempts to respond to criticisms of effectiveness identification methods; possible modifications of the scale; and limitations of the scale. (KH)

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THE EFFECTIVE SCHOOL SCALE
Assessing Minority/Majority Gaps

Charles L. Evans
Fort Worth Independent School District

Paul Geisel
University of Texas at Arlington

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THE EFFECTIVE-SCHOOL SCALE

OVERVIEW

The EFFECTIVE-SCHOOL SCALE presented herein addresses student outcomes associated with an effective school or district for minorities. The scale adopts the pervasive expectation inherent in the effective schools research that differences need not exist between the academic performance of minority and majority students. Difference in academic performance of socio-economic groups is also addressed to a lesser extent.

The EFFECTIVE-SCHOOL SCALE goes beyond the single expectation of effective schools research that mastery of essential skills by minority and majority groups would be similar. That expectation is extended to include goals for minority and majority student equality on high level academic skills and other behavioral outcomes.

The EFFECTIVE-SCHOOL SCALE encourages schools (or districts) to set goals relative to gaps in both the academic and behavioral performances of majority and minority students. It allows schools to be rated on a continuous scale rather than to be identified as either "effective" or "non-effective" schools.

The SCALE provides credit not only for status data but, also, for change data that is in the direction of the goals and that is assessed in terms of a school's own baseline. Finally, the achievement subscale requires only very simple, descriptive analyses of test data generally available to principals in districts that serve large, ethnically heterogeneous populations.

The EFFECTIVE-SCHOOL SCALE is composed of two separate subscales: 1) an Achievement Scale that allots a school points for equity or progress toward equity on standardized or criterion-referenced test results; and 2) a Behavioral Scale that allots a school points for equity or progress toward equity on ten other student-outcome categories. Points allotted from the two scales are combined for placement of a school or district on the 10 point EFFECTIVE-SCHOOL SCALE.

THE ACHIEVEMENT SCALE

The Achievement Scale (Exhibit A) incorporates trends or improvement in the direction of three basic goals.

Goal 1) No minority-majority gap in mastery of academic skills at any level of difficulty.

Goal 2) No minority-majority gap in mastery of essential basic skills.

Goal 3) No gap in mastery of essential basic skills among different socio-economic groups.

The Achievement Scale uses a 0-10 point scale; however, each point is weighed by 5 so that the total possible points that can be allotted are 50 (10 x 5).

The upper levels of the scale (8, 9, 10) recognize attainment of the three basic goals listed above; the upper middle levels of the scale (5, 6, 7) recognize appropriate trends toward those goals; the lower middle part of the scale (2, 3, 4) recognizes one year's progress toward the goals; and the lowest levels of the scale (0,1) indicate no progress toward any of the three goals. Credit a school with points at the highest level on the scale for which it meets the requirements.

Exhibit A

ACHIEVEMENT SCALE

Subscale Points*	CONDITION REQUIRED	EVIDENCE REQUIRED
10	No difference will exist between the total academic achievement of minority and majority students	Both the mean and distribution of standardized test scores of minority and majority students will be similar
9	No difference will exist in the mastery of essential skills by minority and majority students	The proportions of minority and majority students mastering essential skill objectives on a criterion-referenced test (CRT)will be similar
8	No difference will exist in the mastery of essential skills of socio-economic groups of students	The proportions of free-lunch and non-free-lunch students mastering essential objectives on a CRT will be similar
7	A trend in the direction of Level 10 will be evident for at least two years	Differences in the means and distribution of standardized test scores of minority and majority students will have decreased for at least two years
6	A trend in the direction of Level 9 will be evident for at least two years	Differences in proportions of minority and majority students mastering essential skills on a CRT will decreased for at least two years
5	A trend in the direction of Level 8 will be evident for at least two years	Differences in the proportions of free-lunch and non-free-lunch students mastering essential skills on a CRT will have decreased for at least two years
4	A one-year improvement relative to Level 10 will occur	Differences in the means and distribution of scores on a standardized test of minority and majority students will decrease over one year
3	A one-year improvement relative to Level 9 will occur	Differences in proportions of minority and majority students mastering essential skills on a CRT will decrease over one year
2	A one-year improvement relative to Level 8 will occur	Differences in the proportions of free-lunch and non-free-lunch mastering essential skills on a CRT will decrease over one year
1.	No changes relative to Levels 8, 9, or 10 will have occured	Differences in the standardized test scores and proportions mastering essential skills on CRTs of minority/majority students and of free-lunch and non-free-lunch students will be unchanged
0	Differences relative to Levels 8, 9, or 10 will widen	Differences in the standardized test scores and proportions mastering essential skills on CRTs of minority/majority students and of free-lunch and non-free-lunch students will widen

*To be multiplied by 5

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THE BEHAVIORAL SCALE

The Behavioral Scale (Exhibit B) incorporates ten categories of student outcomes, other than test achievement, to be assessed in order to place a school on THE EFFECTIVE-SCHOOL SCALE. They are, for elementary and middle schools . . .

1) attendance
2) disruptive behavior
3) classroom participation
4) contacts in non-instructional settings
5) parental-staff contacts

Additional behavioral categories to be assessed at the high school level are . . .

6) drop-out rate
7) extra-curricula activities
8) grade point averages in basic subjects
9) enrollment in higher-level courses
10) college-bound proportions

A five point scale is utilized to assess minority-majority differences on each of the ten categories. For each category, points are allotted as explained below:

1 point - the minority/majority gap widens
2 points - no change in the minority/majority gap
3 points - one year reduction in the minority/majority gap
4 points - a trend toward gap reduction
5 points - no minority/majority gap

For high schools the toals number of possible points for the ten categories (5 per 10 categories) is 50. This total number of possible points for elementary and middle schools (5 per 5 categories) is 25; therefore, the points allotted elementary and middle schools for each category are doubled (weighed by 2) in order for their possible total to equal 50 as well.

Exhibit B

BEHAVIORAL SCALE

Behavioral Category	Subscale Points* 1 Gap Widens	2 No Change	3 Improve-ment	4 Trend	5 No Minority/Majority Differences	Suggested Source of Evidence
Attendance					No difference in ADA rate	Data Processing (DP) Reports
Disruptive Behavior					No proprotionate difference in disciplinary actions (e.g. suspensions)	School Records
Classroom Participation					No proportionate differences in pupil/teacher interactions	Structured Classroom Observation (e.g., Modified Flanders, Interaction Analysis
Non-Instructional Contacts					Proportionate ethnic mix at ... lunch or freeplay	Observation
Parental Staff Contacts					No proportionate difference in PTA attendance or staff/parent contacts	School/Community Organization Records, Principal/Teacher logs of of parent contacts
Drop-Out Rate					No proportionate difference in drop-out rate	School Records DP Reports
Extra-Curricular Activities					No proportionate difference in participation in clubs or school activities, social, athletics	Club Membership Rolls, Observation or Activities
Grade Point Average					No difference in averages or distribution of grades by ethnicity	DP Reports
Higher Level Course Enrollment					No porportionate difference in enrollment in higher level courses	School Records
College-Bound Proportions					No proportionate difference among seniors taking college related tests	School Records

* For elementary and middle schools multiply scale points by 2

COMBINING BEHAVIOR AND ACHIEVEMENT SCALE POINTS

Points allotted to schools on each of the two scales, the BEHAVIORAL SCALE and the ACHIEVEMENT SCALE, are summed to obtain a total score. The greatest number of total points that can be allotted is 100: 50 from the Achievment Scale and 50 from the Behavioral Scale. The lowest number of points than can be allotted is 10: 0 from the Achievement Scale and 10 from the Behavior Scale.

The range of total points that can be allotted are, therefore, 10-100. Total points allotted to a school in this manner are translated to the 10-point EFFECTIVE-SCHOOL SCALE as shown in Exhibit C.

Exhibit C

EFFECTIVE-SCHOOL SCALE

Level of Effectiveness		Points* Required
Completely Effective	Level 10	91-100
Highly Effective	Level 9	81- 90
	Level 8	71- 80
Moderately Effective	Level 7	61- 70
	Level 6	51- 60
	Level 5	41- 50
	Level 4	31- 40
Minimally Effective	Level 3	21- 30
	Level 2	11- 20
Non-Effective	Level 1	10

*Sum of points earned on Behavioral and Achievement Scales

COMMENTS ABOUT THE EFFECTIVE-SCHOOL SCALE

The Effective-School Scale attempts to repond to much of the criticism in the literature relative to the identification of effective schools by ....

1) extending the criteria utilized to include more than achievement test scores and/or other measures of academic performance;

2) providing a continuous measure for the assessment of schools;

3) providing for annual re-assessment of schools;

4) suggesting total school and broad curricula assessment rather than single grade or subject data;

5) utilizing objective, quantitative data exclusively; and

6) utilizing data that lends itself to second-party confirmation.

The Scale is basically a suggested framework from which schools may build their own assessment procedures. Schools may desire to modify the model by substituting, deleting, or extending goals or by specifying targets in concrete, quantitative forms. The authors suggest that ....

1) assessment be made of cohorts over time if that data is readily accessible through computerized data banks;

2) district-level data relative to the test performance of majority and middle/upper SES students be used as a common target for minority and lower SES students in each school; and

3) that the data analyses represent the total school and the broadest curricula possible.

4) the attached simplified, alternative achievement subscale (Exhibit D) be used if only one year's test data are available or easily accessible.

Certain limitations will appear as the scale is examined, including that ....

1) it will be most appropriate for schools with substantial numbers of minority students; however, select portions of the Scale can be used to build a modified scale to address SES gaps only;

2) it is an ordinal scale with all that is implied with regard to inequality of intervals between points;

3) direct comparison of schools is limited by the general and relative nature of the goals: schools that are ranked equally on the Scale may have hard data that doesn't match. However, districts that desire tighter comparisons could set quantitative-based targets similar to those on the simplified alternative achievement subscale (Exhibit D);

4) the setting of educational goals for majority and middle/upper SES students is not within the scope of this assessment.

SIMPLIFIED ALTERNATE ACHIEVEMENT SUB-SCALE
(FOR FIRST-YEAR RATING OF SCHOOLS)

Subscale Points	Condition Required	Evidence Required
10	No minority/majority difference in standardized test scores	Mean scores will be similar
9	No minority/majority difference in essential skill mastery	Proportions mastering CRT skills will be similar
8	No SES difference in essential skill mastery	Proportions mastering CRT skills will be similar
7	Minority/majority gap on standardized test is equal to or less than ... 1 stanine or .5 years G.E. or 10 percentile points	Means will not differ more than required for rating
6	Minority/majority gap on essential skills CRT is equal to or less than ... 10 percent	Proportions mastering CRT skills will not differ more than required for rating
5	SES gap on essential skills CRT is equal to or less than ... 10 percent	Proportions mastering CRT skills will not differ more than required for rating
4	Minority/majority gap on standardized test is equal to or less than ... 2 stanines or 1.0 years G.E. or 20 percentile points	Means will not differ more than required for rating
3	Minority/majority gap on essential skills CRT is equal to or less than ... 20 percent	Proportions mastering CRT skills will not differ more than required for rating
2	SES gap on essential skills CRT is equal to or less than ... 20 percent	Proportions mastering CRT skills will not differ more than required for rating
1	Doesn't meet the requirement of any of the above ratings.	